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ABSTRACT

The Planning, Monitoring, and Implementation Model (PMI) was developed to provide a model for systematic evaluation of educational programs to determine their effectiveness in achieving goals and objectives. This paper demonstrates the applicability of the PMI model at the project level. Fresh Start Minischool at Ballou High School (District of Columbia), funded under Elementary Secondary Education Act (ESEA) Title IV-C, serves high school students with serious deficiencies in reading and mathematics. Fresh Start encompasses two designs: a true experimental design with a target population split into treatment and control groups and an evaluation design (the PMI model) that addresses the nonexperimental aspects of the program. Reporting forms illustrate the intended inputs, processes, and outcomes of several of the objectives of the school, including student attendance and attitudes, and parent participation in various aspects of the school. The PMI evaluation model provided a clear picture of the effectiveness of each activity implied in the objectives and spelled out in the project work plan. After receiving the interim evaluation report, the director determined which areas needed to be strengthened, which needed to be discarded, and which were operating efficiently as intended. The parent involvement project objective was modified based upon information provided by the PMI model. (Author/MLF)

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AN APPLICATION OF THE PMI MODEL AT THE PROJECT LEVEL: EVALUATION OF THE ESEA TITLE IV C FRESH START MINISCHOOL PROJECT*

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Patricia C. Harrison
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Design and Development of Fresh Start

The Fresh Start Minischool at Ballou High School in Washington, D.C. was developed by Patricia Harrison with the help of teachers, students, and administrators. It has been federally funded for three years under ESEA Title IV C. After a year of planning, the minischool began operating in the fall of 1978. It serves high school students with serious deficiencies in reading and mathematics.

Fresh Start encompasses two designs: one a true experimental design with a target population split into treatment and control groups, the other an evaluation design (the PMI Model) which addresses the nonexperimental aspects of the program. **

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*This presentation was made as a part of a symposium, "The Development of an Evaluation Model for a Public School System and Applications of Different Levels," presented at the American Educational Research Association (AERA) Annual Meeting in Los Angeles, California, April 15, 1981.

In this paper, the project reported on was developed under a grant from ESEA Title IV-C in the Education Department. The contents do not necessarily represent the policy of the agency or endorsement by the Federal Government.

**For further information on the Fresh Start project, you may contact the director at the following address:

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Target Population

The original target population consisted of prospective tenth graders who fared poorly on standardized citywide examinations (criterion-referenced tests) in the ninth grade. Test scores from the Prescriptive Mathematics Test and the Prescriptive Reading Test (PMT-PRT) were reviewed. The target group consisted of those students who missed at least half of the test items on the PMT-PRT in the spring of 1978. It also included those students recommended by teachers and counselors at Ballou's feeder junior high schools. They recommended students on the basis of reading and mathematics deficiencies.

Selection Process

The pool of eligible students was randomly split into the Fresh Start treatment group and the control group by pulling names out of a hat. Then, parental permission was sought for student participation in the project. Some of the students selected for each group did not choose to attend Ballou High School. Some did not have enough credits to leave junior high school. These nonparticipants were replaced by a random selection of ninth grade alternates and tenth grade repeaters. The newly selected students were randomly assigned into the two groups. A total of one hundred twenty-five students was chosen for the experimental Fresh Start group and one hundred twenty-five were chosen for the control group. (See Appendix A.) Both the experimental and control groups were overwhelmingly Black, urban, and economically underprivileged.

Use of the PMI Model

The PMI Evaluation Model was first used in the Fresh Start Minischool project during the 1979-80 school year. It provided for the project director and staff a clear picture of the effectiveness of each activity implied in the

objectives and spelled out in the project work plan.

After receiving the interim evaluation report for 1979-80, the director was able to see at a glance which areas needed to be strengthened, which needed to be discarded, and which were operating efficiently as intended. The PMI format provided a sharply focused picture of the ongoing progress of the project. Each detail of the operation was monitored and the result reported either as a discrepancy or as being in agreement with the intended inputs, processes, and outcomes.

For example, Objective B of the Fresh Start proposal stated:

> Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

After reading the interim report, the director concluded that most of the observed activities matched the intended inputs, processes, and outcomes. Two of the three discrepancies revolved around a personnel problem which was subsequently corrected. (See Appendix B.) It was decided after reading the final report that this objective was being met and that it should be included in the proposal for the following school year.

On the other hand, Objective C dealt with parental participation in the project. It read:

> Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

In both the interim and final evaluations, the observed evaluative information was not in performance agreement with the observed activities intended to support the objective. Despite many attempts to involve the parents, the director had not been successful in getting them to attend the workshops on parent effectiveness skills. Without parent participation in the training, there could be no log based on the training to be kept by each parent involved, nor could there be a questionnaire for parents based on the content of the instruction. (See Appendix C.)

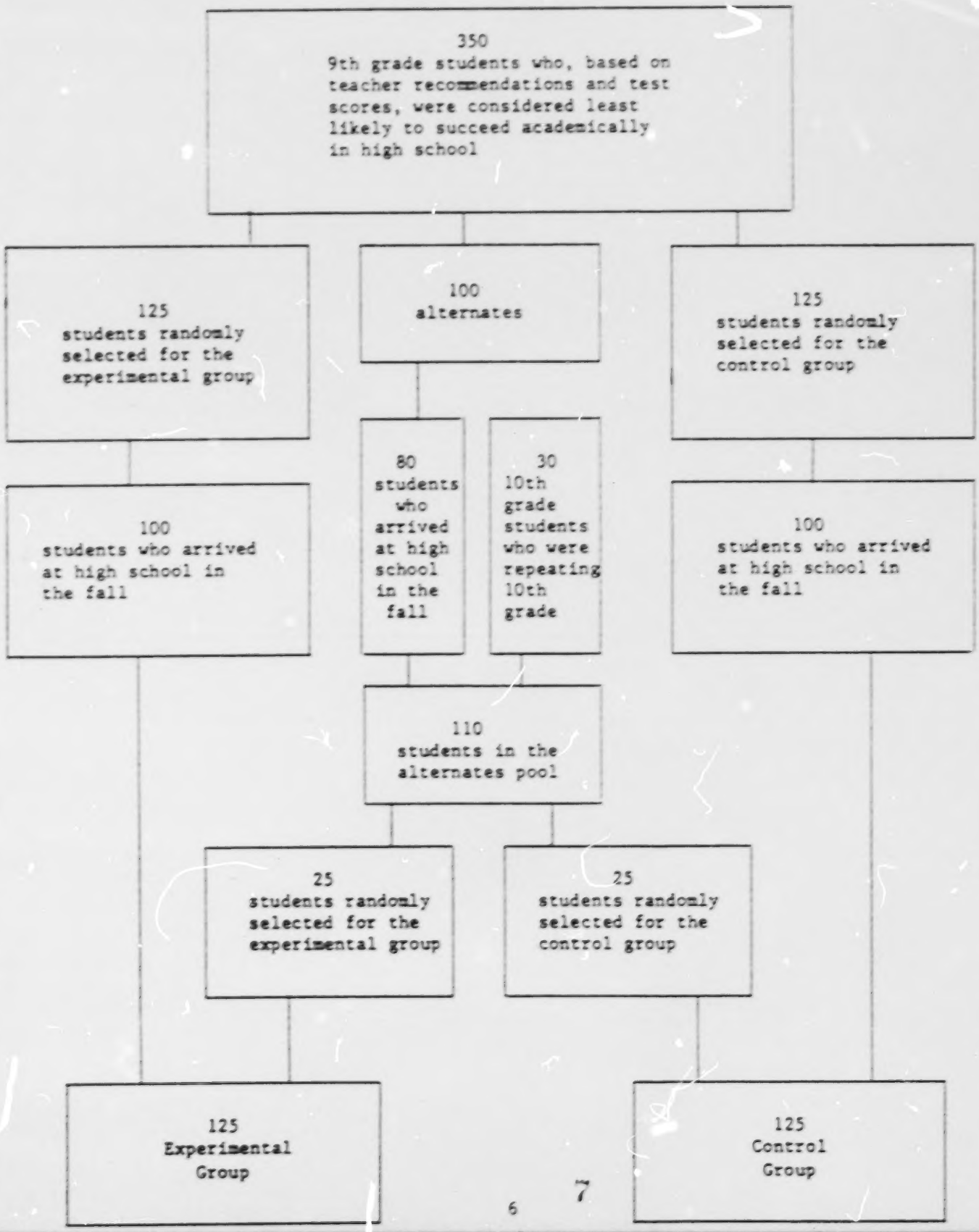
After the interim evaluation report was received, the director asked the parent training consultant to call each parent to ascertain the conditions under which they would participate. In addition, the parents were told that food would be served at each workshop. Despite these efforts, the observed parent activities were still in discrepancy with the intended inputs, processes, and outcomes in the final evaluation report.

Management Decisions Based on PMI

As a result of the continued discrepancy shown in the PMI evaluation report, the parent training was modified for the 1980-81 school year. It was decided that parent contact would be made on an individual basis rather than through large group meetings. The justification for modification of the project objective was based upon information provided by the PMI model. It continues to be useful as a guide for ongoing self-evaluation by the project director. It provides an ever handy reference of the intended inputs, processes, and outcomes by which current activities can be conveniently measured. It is, in short, a most valuable tool.

APPENDIX A

SELECTION PROCEDURE FOR FRESH START MINISCHOOL PROGRAM


350
9th grade students who, based on teacher recommendations and test scores, were considered least likely to succeed academically in high school
125 students randomly selected for the experimental group
100 alternates
125 students randomly selected for the control group
100 students who arrived at high school in the fall
80 students who arrived at high school in the fall
30 10th grade students who were repeating 10th grade
100 students who arrived at high school in the fall
110 students in the alternates pool
25 students randomly selected for the experimental group
25 students randomly selected for the control group
125 Experimental Group
125 Control Group

APPENDIX B

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

INPUTS

INTENDED	MONITORING	OBSERVED
1. A counselor trained to give intensive counseling services.	Discrepancy	1. The position was filled in March.
2. Available family support services such as a list of referral agencies	Agreement	2. The Project Director had information on referral resources.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Teachers will have had training in self-awareness and group dynamics.	Agreement	1. The teachers had formal training last year and have had some refresher discussions this year.
2. Students will be encouraged to attend school regularly.	Agreement	2. Students were encouraged to attend school through awards for good attendance at assemblies, recognition on McDonald's placemats monthly, and prizes. Records of tardiness were kept and reminders went home. "Sunshine" letters for not being tardy were sent.
3. Students will receive training in group dynamics and interpersonal relationships.	Agreement	3. Group Dynamic sessions with two trained counselors were held once a month.
4. Students will receive training to improve their self-esteem and their ability to communicate.	Agreement	4. This occurred during group dynamics, assembly programs, individual counseling sessions, group counseling sessions held by regular school counselor, behavior modification as opposed to punishment, participation in sports and drama, and being featured on McDonald's placemats.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

PROCESSES

INTENDED	MONITORING	OBSERVED
5. Students will participate in the Living Stage program at the Arena Stage.	Discrepancy	5. It was not possible to arrange the Living Stage Program this year, but the project developed its own drama program.
6. The counselor will make home visits to provide counseling and support services.	Discrepancy	6. Until counselor was hired, Project Director and her assistant made home visits.
7. The Project Director will provide crisis counseling and will coordinate family support services.	Agreement	7. The Project Director helped students get clothes and shoes to wear to school. She referred some families to the Area D Mental Health Center and some to the Social and Rehabilitation Agency for Career Testing.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. FSMS students will demonstrate a statistically significant lower drop out rate than control group students, at the .05 level.	Agreement	1. Of the original 125 students in each group, FSMS had 106 (84.8%) and control had 64 (51.2%) at the end of the year. The difference is significant at the .001 level. Last year the difference was also significant at the point .01 level. (See Appendix H.)
2. FSMS students will show a statistically significant higher score on the attitude scale than the standardization sample at the .05 level.	Agreement	2. On the Self-Esteem Inventory, the standardization sample mean was 34.1, while the FSMS mean was 37.1 with the difference significant at the .001 level. Last year, the difference was also significant (at the .05 level), while the control group did not differ from the standardized sample. (See Appendix I.)

PLANNING, MONITORING, AND IMPLEMENTAION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

OBSERVED INPUTS/OBSERVED PROCESSES

Although the counselor was not hired until March, the project director was able to fulfill some of that role. There was also outside family support available from referral agencies. The Project Director was the main resource in coordinating many of the processes used to help students develop positive attitudes.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Attendance was encouraged and reinforced. Students had many opportunities to improve their self-esteem such as through group dynamics sessions, counseling, participation in extra curricular activities, assembly programs and behavior modification as opposed to punishment. These processes appear to have helped in reaching the desired outcomes of keeping students in school and developing more positive attitudes.

PLANNING, MONITORING, AND IMPLEMENTAION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: B - Given intensive counseling and family support services, the Ballou students in the experimental group will attend school more regularly and will develop more positive attitudes toward school and toward themselves, as measured by attendance records and by a Likert-like attitudinal scale administered in September and May.

ANALYSES/CONCLUSIONS/IMPLICATIONS

The fact that students in the Fresh Start program are staying in school at a significantly greater rate then control group students and that they continue to feel good about school and about themselves, even though the counselor was late in being hired, can be partially credited to the extra work in that area done by the project director before and after the counselor was hired. It can be concluded that such extra encouragement and opportunities to build self-esteem had a positive effect on this objective, which was met.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

APPENDIX C

INTERIM REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post questionnaire based upon the content of the instruction and by a log kept by the parents.

INPUTS

INTENDED	MONITORING	OBSERVED
1. A course instructor trained to work with parents of low-achieving students	Agreement	1. Course instructor was contracted.
2. One parent meeting per month	Discrepancy	2. Parent meetings were set up and three were held but attendance was so poor that the rest of the course was canceled.
3. Materials for parent instruction	Agreement	3. "Positive Parenting Guide" was the text selected for the course.
4. An adequate place for parent meetings	Agreement	4. The course was to be held in the student's classroom.

INTERIM REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement.

Objective: C - Given instruction in specific behavioral approaches, the parents of PSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Parents will serve as classroom aides.	Discrepancy	1. One parent is working as a classroom aide. Budget prevented hiring any more.
2. Parents will receive training in parent effectiveness skills.	Discrepancy	2. Although various methods including mailed forms were used to contact and encourage parents to come to the training, only three came. A sampling was done by phone to try to determine why parents were not attending. Of 32 phone calls made, 14 parents were contacted. The others either were not home, gave the wrong number or had the phone disconnected. Of the 14, only 3 said they had been notified and 2 showed an interest in participating. The other 11 said they were not available to participate. Any training accomplished will be done at individual parent conferences.

INTERIM REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

PROCESSES

INTENDED	MONITORING	OBSERVED
3. Parents will receive training in specific approaches to help their children develop reading and mathematics skills outside the classroom.	Discrepancy	3. Although various methods including mailed forms were used to contact and encourage parents to come to the training, only three came. A sampling was done by phone to try to determine why parents were not attending. Of 32 phone calls made, 14 parents were contacted. The others either were not home, gave the wrong number or had the phone disconnected. Of the 14, only 3 said they had been notified and 2 showed an interest in participating. The other 11 said they were not able to participate. Any training accomplished will be done at individual parent conferences.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To build sequential skills in students who arrive at high school with severe deficiencies in reading and mathematics, thereby increasing student achievement

Objective: C - Given instruction in specific behavioral approaches, the parents of FSMS students at Ballou will develop parent effectiveness skills and tutoring techniques needed to support their youngsters while they work to correct learning deficiencies, as measured by a pre- and post-questionnaire based upon the content of the instruction and by a log kept by the parents.

PROCESSES

INTENDED	MONITORING	OBSERVED
4. Parents will keep a log of times they used the skills and techniques taught to them through the FSMS instruction.	Discrepancy	4. Although various methods including mailed forms were used to contact and encourage parents to come to the training, only three came. A sampling was done by phone to try to determine why parents were not attending. Of 32 phone calls made, 14 parents were contacted. The others either were not home, gave the wrong number or had the phone disconnected. Of the 14, only 3 said they had been notified and 2 showed an interest in participating. The other 11 said they were not able to participate. Any training accomplished will be done at individual parent conferences.